

Formative Debriefing in Team Observed Simulation Encounters to Promote Team Performance

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Purpose & Goals

- **The learners will be able to define the IPEC domains**
- **The learners will be able to list tools for evaluating interprofessional team members and team functionality.**
- **The learners will be able discuss the debriefing process as a formative learning experience to increase competencies in the IPEC domains.**

What we know

- **Increasingly complex healthcare environment**
- **Transformation of healthcare education**
- **Prepare all health profession students to deliberately work together with a common goal**
- **Teamwork training based on Interprofessional Education and Collaborative Practice**
- **IPE is an essential component of health professional student education**
- **Competency based education requires teamwork assessment**

Background

- **Human Resources and Services Administration (HRSA) 3 year grant awarded to the Rush University College of Nursing in 2013**
- **Interprofessional Education Pediatrics through the Ages (IPEPA)**
 - **Goal: Prepare advanced health professional trainees to function as a deliberative, interprofessional team optimizing the health and quality of life for individuals with multiple chronic conditions.**
 - **Action plan: Develop experiential team based learning activities to maximize students' involvement in interprofessional teams**
 - **Participants: College of Nursing, College of Medicine, Graduate College and College of Health Sciences and Roosevelt University College of Pharmacy**

Rush Interprofessional Core Competencies for Collaborative Practice



Adapted from Interprofessional Education Collaborative Expert Panel (2011)

Team Observed Structured Clinical Encounters (TOSCE) Simulation

- Case based learning
- Student learning with real-life situations
- Realistic, simulated scenarios with standardized patients
- Students emotionally engaged
- A unique learning experience



Teamwork Assessment

- **Objective:**

Demonstrate the impact of formative debriefing on team-based performance during TOSCEs.

- **Expected Outcome:**

Increase student self and team assessment scores with structured formative debriefing sessions

- **Assessment tools:**

Jefferson Teamwork Observation Guide (JTOG)

McMaster-Ottawa self assessment

Faculty Development

Two faculty debriefing workshops by simulation expert (2 hours each) to develop facilitator skills

- **Active listening focusing on the person speaking**
- **Verbal communication = Motivational interviewing skills**
 - **Restate**
 - **Open-ended questions**
 - **Expand and probe “What are your reactions or thoughts?”**
- **Non verbal communication**
 - **“I noticed some of you looked uncomfortable. What made you feel that way?”**
 - **Pauses, silence OK!**

Debriefing Interprofessional Teams

- **Assumptions:**
 - **Facilitators are trained on how to effectively conduct a debriefing session with an interdisciplinary team.**
 - **Representation from various professions**
 - **Mutual respect each other**
 - **Address learning objectives from an interprofessional perspective**
 - **Involve all student team members**

Phases of Debriefing

■ REACTIONS

- Time for learners to decompress
- Open-ended questions, how learners feel
- Review facts of the case

■ UNDERSTANDING

- Preview topics/objectives for discussion
- Explore, discuss, teach
- Generalize objectives for implementation into learner's clinical experience

■ SUMMARIZE

- Applying experience to clinical practice
- Opportunity for learners to ask questions

10 minute scenario
20 minutes of debriefing

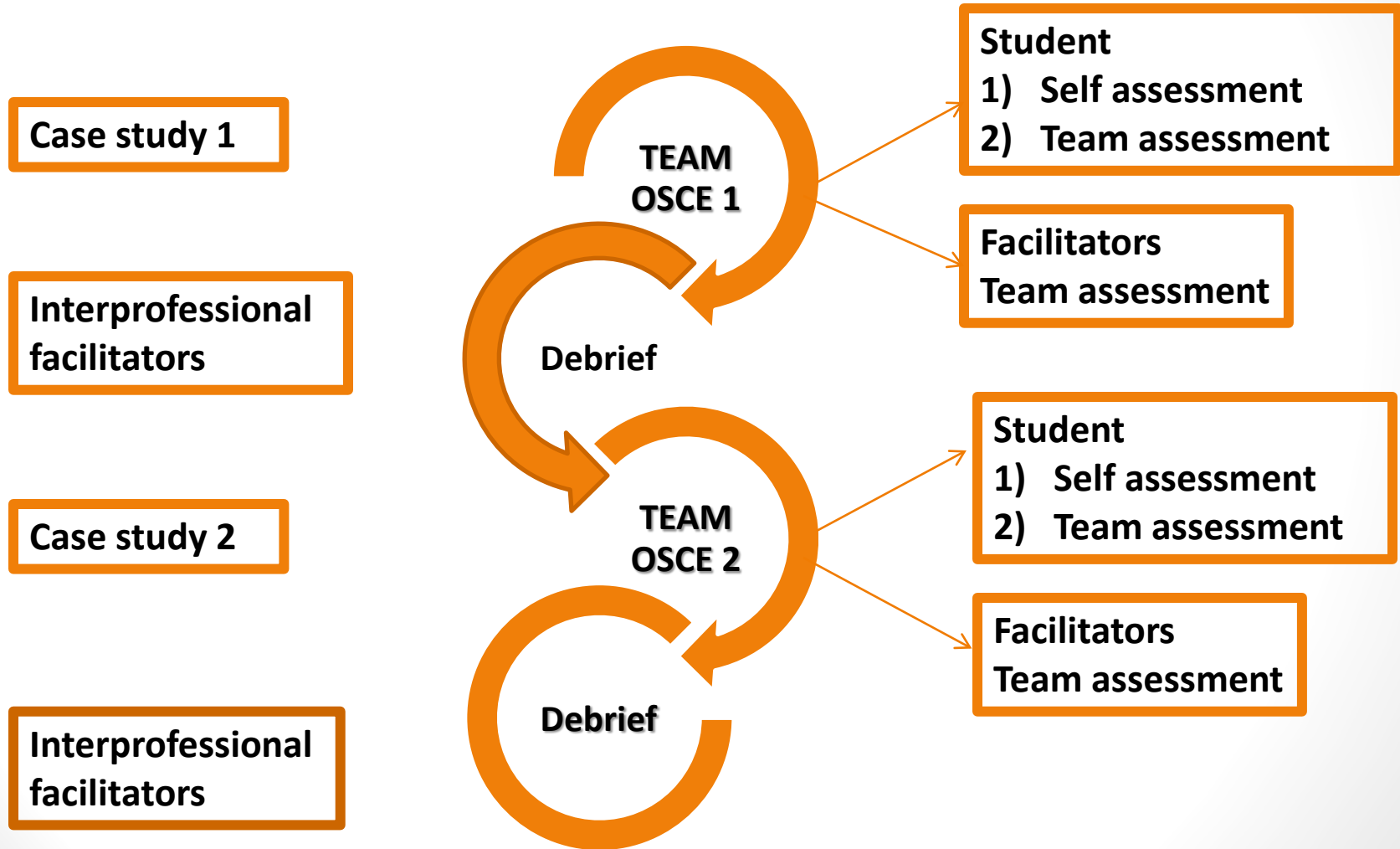


Debriefing offers the opportunity for meaningful change within participants by providing genuine reflection upon authentic experiences.

Student Team Assessment

- **Student Assessment**
 - McMaster Ottawa
- **Team Assessment**
 - JTOG (Jefferson Teamwork Observation Guide)
- **Faculty Assessment**
 - JTOG (Jefferson Teamwork Observation Guide)
- **Standardized patient**
 - Oral feedback

TOSCE Simulation



Student Participation

Anatomy and Cell Biology	---	1
Audiology	---	1
Clinical Nutrition	2	---
Clinical Nursing Leader	---	4
Clinical Nurse Specialist	1	---
Doctor of Nurse Practitioner	9	3
Masters of Nursing	---	11
Health Systems Management	---	1
Imaging Sciences	1	---
Doctor of Medicine	7	2
Occupational Therapy	2	1
Perfusion Technology	1	---
Physician Assistant	6	2
Respiratory Care	1	1
Social Work	4	3
Speech/Language	3	---
Roosevelt University		
Doctor of Pharmacy	6	12
Total	43	42

Student scoring	TOSCE # 1		TOSCE # 2		TOSCE 2 - TOSCE 1	
Rate your level of agreement with each statement by checking the appropriate box:	Mean (N=49)	Fav Response	Mean (N=49)	Fav Response	Mean Diff	p-value*
1. There appeared to be a team leader that coordinated the discussion. (L)	3.23	86%	3.26	85%	0.02	0.87
2. The team leader facilitated the discussion rather than dominated it. (L)	3.15	77%	3.48	91%	0.33	0.01**
3. Members of the team came prepared to discuss the case/situation from their profession specific perspective. (R)	3.22	88%	3.52	98%	0.30	0.00*
4. Members of the team who were involved in the case/situation contributed to the discussion (C)	3.43	90%	3.48	98%	0.04	0.70
5. Discussion was distributed among all team members. (C)	3.17	73%	3.45	98%	0.28	0.03**
6. Members of the team appeared to understand the roles and responsibilities of other members of the team. (R)	3.20	84%	3.49	98%	0.29	0.03**
7. Team members appeared to have respect, confidence, and trust in one another. (R)	3.60	100%	3.64	98%	0.04	0.64
8. Team members listened and paid attention to each other. (C)	3.60	100%	3.62	100%	0.02	0.81
9. Team members listened to and considered the input of others before pressing their own ideas. (C)	3.38	92%	3.62	100%	0.24	0.03**
10. Team members added other supporting pieces of information from their profession specific perspective regarding the case/situation. (R)	3.43	94%	3.55	98%	0.11	0.30
11. The opinions of team members were valued by other members. (V)	3.62	100%	3.71	100%	0.09	0.32
12. Team members appeared to feel free to disagree openly with each other's ideas. (V)	3.03	68%	3.37	87%	0.34	0.01**
13. Team members sought out opportunities to work with others on specific tasks. (T)	3.24	83%	3.57	98%	0.32	0.01*
14. Team members engaged in friendly interaction with one another. (T)	3.61	100%	3.66	100%	0.05	0.60

JTOG Student Scores

Competency	Question	P value
Leadership	Team leader facilitated discussion rather than dominated it	0.01**
Role	Members of the team came prepared to discuss the case/situation from their profession specific perspective.	0.00**
Communication	Discussion was distributed among all team members	0.03**
Role	Members of the team appeared to understand the roles and responsibilities of other members of the team.	0.03**
Communication	Team members listened to and considered the input of others before pressing their own ideas.	0.03**
Values/Ethics	Team members appeared to feel free to disagree openly with each other's ideas.	0.01**
Teamwork	Team members sought out opportunities to work with others on specific tasks	0.01*

High Student Scoring

Competency	Questions	Fav TOSCE 1	Fav TOSCE 2
Roles	Team members appeared to have respect, confidence, and trust in one another	100%	98%
Communication	Team members listened and paid attention to each other	100%	100%
Values	The opinions of team members were valued by other members	100%	100%
Team	Team members engaged in friendly interaction with one another.	100%	100%

JTOG Facilitator scores

Competency	Question	P value
Communication	Members of the team who were involved in the case/situation contributed to the discussion	0.05**
Communication	Discussion was distributed among all team members	0.02**
Roles	Members of the team appeared to understand the roles and responsibilities of other members of the team	0.02**
Values	Team members appeared to feel free to disagree openly with each other's ideas	0.04**

Competency	Question McMaster Ottawa	P-value
Communication	Communicates and expresses ideas in an assertive and respectful manner; uses communication strategies in an effective manner with others	0.00*
Collaboration	Establishes collaborative relationships with others; promotes the integration of information and perspectives from others; ensures that appropriate information is shared with other providers.	0.03 **
Roles	Describes one's own roles and responsibilities in a clear manner; describes the roles and responsibilities of other providers; shares best practice knowledge with others; accepts accountability for one's contributions.	0.00*
Collaborative Patient Centered	Seeks input from patient and family in a respectful manner re: feelings, beliefs, needs and care goals; integrates goals, values, and circumstances into care plans; shares options and health care information with patients and families; advocates for patient and family as partners in decision-making processes.	0.00*
Team Functioning	Evaluates team function and dynamics; demonstrates shared leadership within the healthcare team that is appropriate to the situation; contributes effectively and meaningfully in interprofessional team discussions.	0.00*

Conclusion

- **The need for integration and collaboration of health care professionals in the management of clinical patient-centered care is profound**
- **Team simulation experiences provide a safe environment for students to practice IPEC team competencies before going into practice**
- **Student IPEC competencies increase with the use of formative debriefing**
- **Team simulation experiences are an effective educational pedagogy to bridge the gap between IPE and IPCP**